



**PHIL BREDESEN**  
GOVERNOR

STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION**  
DIVISION OF SPECIAL EDUCATION  
7<sup>TH</sup> FLOOR, ANDREW JOHNSON TOWER  
710 JAMES ROBERTSON PARKWAY  
NASHVILLE, TN 37243-0380

**TIMOTHY K. WEBB, Ed.D.**  
COMMISSIONER

Memorandum

To: Supervisors of Special Education  
From: Joseph Fisher, Assistant Commissioner  
Subject: IEP Team Recommendations for TCAP-MAAS  
Date: September 9, 2009

Because the 2009-2010 school year will be the first time a student can be recommended for the TCAP-Modified Academic Achievement Standards (MAAS) assessment, the following suggestions are offered in order to make the first year process as efficient as possible. In subsequent years, the TCAP-MAAS option can and should be a part of the normal discussion and decision-making process of the annual IEP development.

For the 2009-2010 year in preparation for Spring 2010 test administration:

1. Students appropriate for the TCAP-MAAS should be identified by school staff. School staff making the determinations should include members of the student's IEP teams, as appropriate.
2. Information about the TCAP-MAAS and the recommendation should then be communicated to parents in an appropriate manner. This may include discussion at an already-scheduled IEP meeting, a special called IEP meeting, at parent-teacher conferences, by sending written information home, by telephone, by e-mail, or by asking the parent to stop by the school.
3. If the parent understands and agrees, the IEP can be changed through the addendum process (which includes use of Prior Written Notice) without scheduling another IEP Team meeting.
4. If the parent or other IEP Team member requests a meeting to discuss the recommendation, a meeting must be scheduled.

This procedure will only be needed for the first year of use of the test. Parent should be assured that use of all or part of this test in no way alters their child's ability to earn a regular diploma. The test is designed in a manner that does not single out and call attention to students taking the TCAP-MAAS as opposed to the TCAP. Parents should also know that use of the test is recommended based on the individual needs of a student by examining their past performance. Students can move into or out of use of the test as needed by the student.

The TCAP-MAAS is a positive step toward providing more appropriate assessments for students with disabilities and the additional 2% proficient allowance for AYP should prove beneficial for LEA accountability. Your help with implementation of this new assessment is appreciated. Please distribute this information to IEP teams in your district.

If you have questions, feel free to contact Donna Parker, GSEG Project Manager at [Donna.Parker@tn.gov](mailto:Donna.Parker@tn.gov).